

Robert Bull

Foundations of Writing

Dr. Sherry

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This is semester, in Foundations of College Writing; I have worked toward five goals for my writing. In this portfolio letter I will list the five goals and use examples of how I have worked toward finishing and achieving this goal. I gather examples from the three projects that we did in class: The CLUE, EAR, and TELL projects. In the CLUE project, I researched an aspect of college culture by reading other studies and collecting interview and observation data. As for the EAR project, I transformed the results of my research from the CLUE project into three different genres for three different audiences. Finally, as for the TELL project, I wrote a personal narrative about my own experiences related to the same topic and about the main focus of this course... what it means to be educated.

Goal A. Students will be able to compose for particular audiences and purposes.

In my research project, I researched the details and effects of student athlete's schedules. When I working on my project, I wanted to make my audience targeted toward parents of student athletes, and my purpose for this project was to let people know the harsh schedules that student athletes must embark along during their college years. I did this in my CLUE project by making and establishing a table of a student athlete's off season schedule along with an analysis of the table.

Mondays	Off for the day
Tuesdays	Lifting at 9:15-10:15PM and practice 3:30-5:30PM
Wednesdays	Group running 11-12PM
Thursdays	Intersquad games 3:30-6:30PM and lifting 9:15-10:15PM
Fridays	Group running 11-12PM
Saturdays	Practice 9-12PM
Sundays	Intersquad games 10-2PM

"Bryce spends about 16 hours a week just on off season training. He then explained to me that once baseball season starts coming along in late winter and spring that the hours he must dedicate towards baseball will increase dramatically. He then explains that he feels somewhat stressed with balancing academics and baseball and it is only in the off season! He also said that everybody on the team must keep a 2.5 GPA to stay eligible for the team. How can students keep their balance to keep a 2.5 GPA to stay eligible if they must dedicate a good chunk of their time to baseball?"

I used this table because it was in my opinion the best way to show parents the full extent of my research, along showing that I know how to build on studies that I also researched to make my own study and analysis.

In my EAR project, I transformed the table above along with the results from my research into a newsletter/poster for student athletes to analyze and make their own interpretations on. Because this audience was different then the first thing I did I used different organization.



Student Athlete Schedules

Baseball D2 schedules (offseason)

Mondays	Off day
Tuesdays	Lifting 9:15-10:15 and practice 3:30-5:30
Wednesdays	Group running 11-12
Thursdays	Games 3:30-6:30 and lifting 9:15-10:15
Fridays	Group running 11-12
Saturdays	Practice 9-12
Sundays	Games 10-2

Many student-athletes feel the school and athletic work load is too much too handle so here's some ways to help balance your work

- 1. Get a tutor for classes you have difficulty in.**
- 2. Work in study groups with friends to help work on homework and projects.**
- 3. See your professors during their office hours for any questions you may have.**

By creating this poster I have transformed the results from my CLUE project paper, and made it into a newsletter for an audience of student athletes who might be interested in taking part in college athletics.

Goal B. Students will be able to compose using language and conventions appropriate to genre.

For my EAR project, there was a step where I wrote a professional letter to a future employer of mine. So for this step I had to transform my research and use more professional language and conventions to a more sophisticated and erudite letter to my future employer. For example in one of my steps I used more basic and brief sentences because it was directed toward students, but then for the next step I amped my words and sentences up to a more professional level because it was directed for a future employer. Here is what my letter to my future employer looked like:



Dear Parent of Student Athlete,

Hello my name is Robert Bull and I am a student here at Bloomsburg University. I have recently done research from reliable sources on the correlation between the schedules of your student athletes' sports schedule and time allowed for academics. I have found that many sports deal with about 40 hours a week dedicated to their sports. This means that they will spend a professional work week just dedicated to sports and less than a work week for academics. I feel like the coaches should dedicate more time for academics since that is the main reason for why they are here. I hope I have opened your eyes for the work load your son or daughter will be put upon here during their college years.

Thank you and good luck in the future,

Robert Bull

As you can see I transformed my work into a more professional work, I also added some other extremities including: the Bloomsburg University of Pennsylvania symbol and adding my name at the end to secure a professional ending to my letter. This letter alone shows that I learned and executed how to compose using language and conventions appropriate to a specific genre.

Goal C. Students will be able to read, select, and use evidence critically to formulate and support arguments.

In my CLUE project I had to gather information from credible sources from the internet to create details and use those details to properly use them to help support my arguments. One writing topic that we learned in class was the 3 IN's. The 3 IN's were used to help defend and propose your details. The first In was Introduce your detail. The second one was Insert your detail and finally the last in was interpret your detail. So with these 3 IN's I introduced my detail before I added it, then I actually insert the specific detail, then I ended it with interpreting the detail or explaining what I mean about the detail. Here is my CLUE project example and how I used the 3 IN's to use evidence and critically support the details. I labeled each detail using 1, 2, and 3 for each step of the 3 IN's.

I (1.) started my research by looking up information about the correlation between the student athlete and the schedule they are on. (2.) I first found that "on average student athletes enter in the bottom 25% of their freshman class. They may even be promised "grades" to get them to attend a particular institution" (Christopher Saffici and Robert Pellegrino, *The Student-Athlete or the Athlete-Student. Thesportsjournal.org*). This fact shows that student-athletes have poor homework, quiz, and test grades. So in return they become in the bottom quarter of their class. (3.) This shows that the balance for college athletes between academics and sports is tough and as a result they have dropped their intelligence because they do not have enough time for academics. As I continued to read the article I saw something shocking that "recruited athletes are not prepared for college work, and then even more athletic demands than they are accustomed to, then they are placed upon them that allows little time for academics" (Christopher Saffici and Robert Pellegrino, *The Student-Athlete or the Athlete-Student. Thesportsjournal.org*). When I read this I found fact I realized that student athletes really do not have enough time to balance academics and sports. Not to mention the high demand for sports commitment in college brings.

As you have read I started off describing my detail by introducing what my detail will be about. Then sequentially, I inserted the second part of the 3 IN's: the insert step. Then I wrapped up with the interpret step and explained what I was trying to defend in my findings or details. So with the 3 IN's I

achieved my third goal of how to properly read, select, and use evidence critically to formulate and support arguments.

Goal D. Students will be able to interpret and compose in a variety of media and print/non-print genres.

In the EAR project, our objective was to transform our details and interpretations into different genres for different audiences. For example one of my genres was a poster directed toward students, this allows for a poster that would catch the eye and interests of students. I also created a brochure that was directed toward parents because I felt like parents would be able to appreciate and read into more detail than students. I finally created satire that could be directed toward anyone person because of the language is brief and easy to read. Since I already displayed my poster earlier I will show you the the brochure and satires I made.

My Brochure Cover

Student Athletes Schedules



Information told by

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Quick Facts

1. Most student athletes feel difficult balancing sports and academics
2. Some drop to the bottom quarter of their graduating class
3. Many student athletes feel like they are more stressed because of the athletic workload and academic workload.



There are many ways that student athletes can balance school and sports

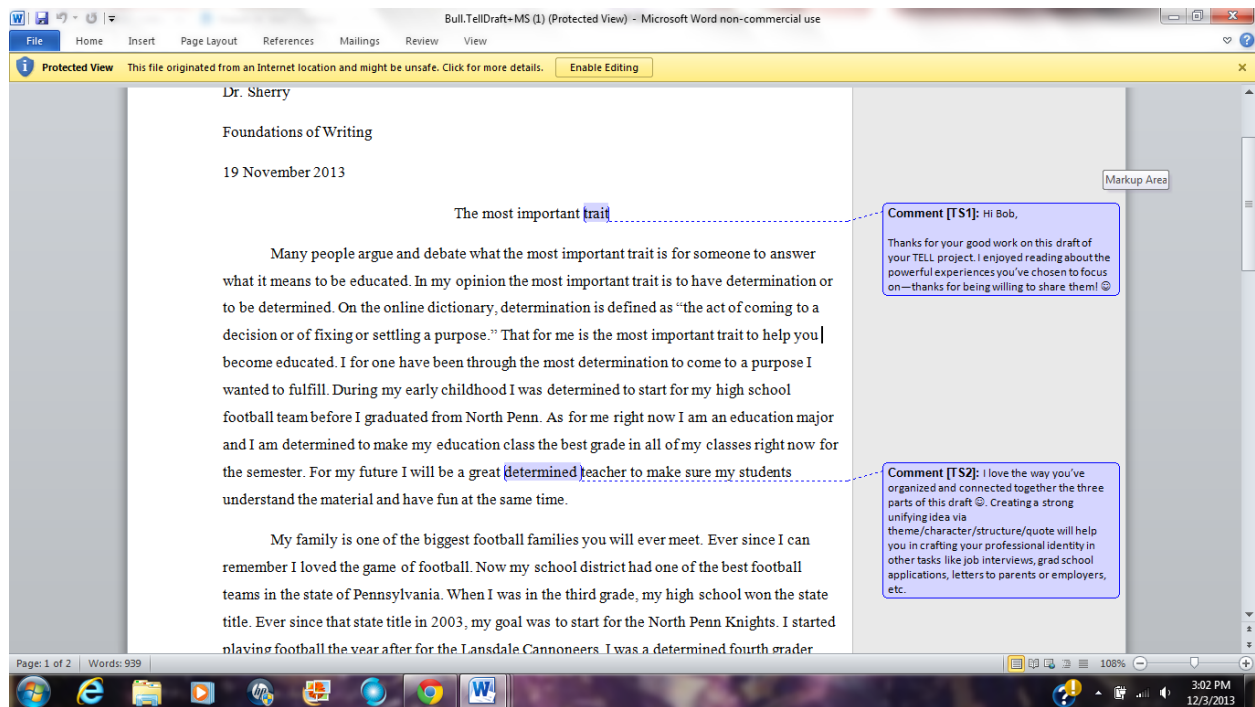
1. Get a tutor
2. Form study groups
3. See your professors during their office hours for any questions they may have



As you can see from the examples I created different types of genres of communication to describe one message: Student-Athletes have a difficult time balancing academics and athletics. So by creating the three different genres I learned how to perfectly interpret and compose in a variety of media and print/non-print genres.

Goal E. Students will be able to discuss and apply appropriate writing processes both individually and in collaborative contexts.

During all of my projects this year in foundations of college writings, we had to create drafts to be looked at before we handed in our final draft. During our drafts we received feedback from our excellent professor on how we can improve our writings and projects. In my opinion, this was the most important step in our writing process. As for me I enjoy reading the mistakes I made and how I can improve on them. Here is an example of what one of my drafts looked like with feedback on my writings.



As you can see above, there is a picture of my TELL project along with the feedback from my professor. This helped me make any necessary changes I needed to make to make my TELL project the best it can possibly be. This also allows me to see mistakes I made and see what I can fix in my future projects so I do not make the same mistakes in projects coming forward in my college career. The most important thing though that I have learned from drafts is that I can perfectly discuss and apply appropriate writing processes both individually and in collaborative contexts.